**Geography Curriculum Map**

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| **Term** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Year 7** | **What is Geography?**An introduction to the subject of Geography. Using pictures and pupils’ own experiences to answer questions about both physical and human features. **How do I read a map?**An introduction to world maps and atlases. Review of the continents and oceans. Introduction to latitude and longitude. Learning and sketch maps. Describing routes.  | **What is geology?**Rocks and the rock cycle. (Formation, erosion and links between igneous, metamorphic and sedimentary rocks.) Types of weathering and erosion. Links to rock landforms around the UK. Formation of limestone pavements. A case study of quarrying and management. What is the rock cycle? | **What is development?**How can we measure development? What factors affect development? Where are HICs and LICs located? Links made to Nigeria and how it has developed. Oil and conflict. Trade and aid. Appropriate technology and Fairtrade. | **What is weather and climate?**What is weather and how is it forecast & recorded? Factors affecting global climate. Microclimate. Why does it rain? Relief rain. Drawing a climate graph. Air masses: Heatwaves and storms, high and low pressure. Beast from the East study. The location of tropical storms, formation and effects. Hurricane Katrina, impacts and responses.  | **What is the world of work?**The world of work - types of industry. Job sectors - primary, secondary, tertiary, quaternary. Changing employment structures in the UK. Factors affecting industrial location. Growth of quaternary industries and tourism. Tourism in the UK – link to national parks. Ecotourism. Tourism in a LIC – Kenya.  | **What is the geography of the Middle East**Location map of the Middle East. Key human and physical features. Climate. Population distribution. Disparities in development. Development in Yemen. UK connections to the Middle East. Oil instability. Tourism in UAE.  |
| **Assessment** | Baseline assessmentOS map skills test | Rock cycle poster |  | Weather hazard storyboard | Interview with a worker | Year 7 Exam  |
| **Year 8** | **Where do we live?**Completing a world map activity to consolidate and develop locational knowledge. Revise latitude and longitude to identify specific locations. **What are rivers?**The water cycle. Parts of a river. Follow a river from source to mouth. Focus on the River Severn. Sketch of journey. The formation of waterfalls and meanders. River flooding and management. HIC and LIC example.  | **What is population?**The distribution of world population. Graph the population of the UK. Link to births and deaths. Consequences of over population. Demographic Transition Model. Population pyramids. Consequences and management of an ageing population. What is migration? Push and pull factors. Mexico to USA. | **What is the coastline?** Introduction to coasts and coastal processes. What are waves and how do they form? Processes of erosion, transportation and deposition. Longshore drift. Formation of headlands and bays. Caves arches and stacks. Spits. Coastal defences. Focus on Old Harry, the Holderness coastline and Swanage Bay.  | **What is the structure of the Earth?** Drawing diagrams and dissecting the structure of the Earth. Linking this structure to plate movement and boundaries. Looking at the differences between constructive and destructive boundaries and the landforms formed at each. Linking plate boundaries to the location of volcanoes and earthquakes. What are volcanoes and what is an eruption like? Comparing volcanoes of different shapes. Why do people live in tectonic areas? Preparation and prediction. Haiti case study. Tsunami formation and case study of Japan 2011.  | **What is the geography of Africa?**What is Africa like? Physical landscapes and political borders. Population spread. The River Nile and its journey (disputes). Mount Nyiragongo and its importance. Impacts of the eruption. What is Kenya like? Urbanisation in Kenya and the growth of shanty towns.  | **What are the issues of urbanisation?**Where do people live in the UK? The structure of cities. CBD, inner cities and suburbs. De-industrialisation and decline. Urban sprawl. Managing the house crises. Regeneration. Dubai growth and sustainability.  |
| **Assessment** | Map test.River extended writing  |  | Coast exam | Hazard storyboard | Kibera report | Year 8 exam |
| **Year 9** | **Where do we live?**Atlas activity to further develop and consolidate locational knowledge. Latitude and longitude recap. **What is an ecosystem?**Overview of distribution of large-scale ecosystems (linked to global atmospheric circulation). Parts of an ecosystem.Tropical rainforests. Climatic characteristics. Interdependence of climate, water, soils, plants, animals and people. Deforestation in Malaysia case study. Managing tropical rainforests. Eco-tourism, Sacha Lodge. Hot Deserts. Climatic conditions Adaptations of plants and animals. Human use of hot desert regions. | **What is climate change?**Evidence of climate change and natural causes. Greenhouse effect. Effects of climate change in UK. Climate change and Bangladesh. Adapting to change. Mitigation.  | **What is life like in an emerging country?**What are emerging countries? Changes in their employment structures. Where is China and what is it like? TNCs in China. Rural to urban migration. Growth in megacities. Opportunities and challenges of mega cities.  | **What is glaciation?**What is glaciation? Processes of erosion. Plucking, abrasion, bulldozing, freeze-thaw. Formation of a corrie. Formation of corries /aretes / pyramidal peaks/ ribbon lakes etc. Human use of and impacts in cold environments. Management. Tourism in cold climates. Arctic and Antarctic - plant and animal adaptations to a cold climate.  | **What is the UK energy mix?**Global consumption of energy. Energy poverty. UK changing energy mix. Renewable and non-renewable energy. Advantages of renewable energy. Wind turbine study. Fracking. Impacts of fracking. Nuclear power.  | **What is the geography of Russia?**The location of Russia and it’s key features. Population distribution. Distribution of biomes. Plants and animals in taiga forests. Threats to taiga forests. Mineral extraction in the tundra. Russia and UK links. Russia and Ukraine. |
| **Assessment** | Map test | Climate change quiz | Impact of a TNC | Year 9 exam | Energy debate | Taiga research |
| **Year 10** | **What are river landscapes?**Physical landscapes of the UK. Long and cross profiles of a river, valley changes. Changes from source to mouth. Sketch map of the River Severn. Fluvial processes. Formation of V-shaped valley. Formation of waterfalls & gorges, meanders & ox-bow lakes, and floodplains. Map Work. Causes of flooding. Storm hydrograph analysis. Hard and soft engineering. Flood management on the River Severn. **Physical fieldwork: Carding Mill Valley.** How does a river change from source to mouth? Depth and width. Speed of flow. Pebble analysis. field sketches.  | **What are coastal landscapes?**Physical processes on the coastline. Wave types and characteristics. Weathering and mass movement. Headlands and bay formation. Erosion of a headland. Spits, bars and tombolos. Where is Swanage? Formation of sand dunes. Hard and soft engineering strategies. Lyme Regis and Medmerry Schemes.  | **What is the urban world?**What is urbanisation. Urbanisation rates around the world. Why do cities grow? Push and pull factors. Megacities. Rio de Janeiro. Location and importance. Land use. Social, economic and environmental challenges and solutions. Favela growth. Favela characteristics. Improving favelas. Effects of the Olympics on Tokyo.  | **What is urban change in the UK?**Where do people live in the UK? How is this changing? Introduce Bristol. Migration to Bristol. Social, economic and environmental change and opportunities. Change of industry. Growth of hi-tech sector. Social inequality. Effects of urban sprawl. Greenfield vs. brownfield. The Temple Quarter regeneration. Sustainable living.  | **What is the development gap?**What is development? Measuring development. Demographic transition model. Changing population structures. Causes of uneven development. Migration to the UK. Strategies to reduce the development gap. Tourism in Jamaica. Aid and intermediate technology. Fair trade. Debt relief.**Human fieldwork: town investigation**Does Cleobury Mortimer have a traffic congestion problem? Traffic congestion, traffic counts. Environmental surveys, field sketches. | **How is the UK economy changing?** Globalisation, de-industrialisation, decline in traditional industries. Post-industrial economy, growth in IT and service industries. Science and business parks, impacts of industry on the physical landscape. Strategies used in an attempt to reduce regional differences – north/south divide. The place of the UK in the wider world. Commonwealth. Trading links with Nigeria. TNCs in Nigeria. Oil in Nigeria. Links through trade, culture, transport and electronic communication. Social and economic changes in the rural landscapes. Improvements and developments in road and rail infrastructure. Ports and airports capacity.  |
| **Assessment** | River landscapes exam | Physical field work | Coastal landscapes exam | Urban change exam | Development examHuman field work | Year 10 exam |
| **Year 11** | **What are ecosystems?**What is an ecosystem? Impacts of change on an ecosystem. Distribution of global ecosystems. Characteristics of global ecosystems. Location, climate and soil of tropical rainforests. Deforestation in Malaysia. Impacts of deforestation. Why should rainforests be protected? Sustainable management. Ecotourism. Locations, climate and soils of hot deserts. Plant and animal adaptations. Thar desert opportunities and challenges. Desertification and management.  | **What are weather hazards**Global atmospheric circulation. Where and how tropical storms are formed. Case study of Typhoon Haiyan. Reducing the effects of storms. Extreme weather in the UK. Beast from the East. **What is climate change?**What is the evidence? Natural and human causes. Managing the impacts. | **What is the restless earth?**What is a natural hazard? What is hazard risk? What factors affect hazard risk? Distribution of earthquakes and volcanoes. What happens at plate margins? The earthquakes in Chile and Nepal. Living with the risk from tectonic hazards. Reducing the risk.  | **What is resource management?**Challenge of resource management. An overview of food, water and energy to identify the significance of food, water and energy to economic and social well-being. An overview of global inequalities in supply and consumption. A focus on water management. Areas of surplus and deficit. Reasons for increases in consumption. Factors affecting availability. Impacts of water insecurity. Water transfer and desalination. Water conservation. Recycling grey water. Case study of a large-scale water transfer scheme and a local scheme to improve sustainable supplies.  | **Exam 3 prep**Revision and preparation for Exam 3. Unseen materials. Fieldwork and skills focus.  | **Revision and skills**Revision of river landscapes as a priority. Exam practice and knowledge retrieval activities.  |
| **Assessment** | Living world exam | Extreme weather exam | Tectonic hazard exam | Resource management examMOCK EXAM | DME practice | Exams |

**Impact:**

At KS3 progress is measured through pathways that make broad links to GCSE numerical grades. At KS4 progress is measured through regular GSCE exam questions, and GCSE achievement. Students complete regular assessment pieces where foundation knowledge, understanding and skills are assessed. The outcomes of these measures will be used to inform teaching and revision, with the aim of supporting students’ progress. Students will be encouraged to build wider contextual understanding, to read and research around the subject they are studying in class, and by watching, visiting, and engaging with a range of geographical resources outside of school. Levels of engagement with geography will be measured by numbers of students choosing to continue studying geography at GCSE and choosing to go on to study it at A-Level. Students will also use skills they develop in Geography to engage with the wider school community and build confidence to become global citizens, with the independence to take part in global conversations about the big issues that affect us all.